

2017-18 IQPPS Desk Audit

Guidance Regarding All Evidence Provided:

- All evidence for the Universal Desk Audit for IQPPS will be collected at the program level.
 - *It is not necessary to provide evidence for every classroom.*
- Provide the specific *types* and *amount* of documentation requested as specified for each criterion below.
- Unless specified, policy or narrative alone is not sufficient.
- For districts with multiple buildings and community partners, provide evidence accompanied by description when there is variation between sites.
- Label each piece of evidence with the criterion addressed.
 - When criteria include multiple components, label each criterion component addressed.
 - When sample documentation is provided from particular sites, label each piece of evidence with the building name, teacher name, AND criterion addressed.

IQPPS Criteria:

- **Criterion 1.8:** Rather than focus solely on reducing the challenging behavior, teachers focus on:
 - a. teaching the child social, communication, and emotional regulation skills and
 - b. using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

Criterion 1.8 Evidence:

Provide evidence of how the district ensures that this criterion is being met across all sites. Evidence could include documentation of professional learning opportunities, coaching to support implementation of positive behavioral interventions and supports, and collaboration with AEA and families to implement individualized behavioral plans to promote development of children's social-emotional and behavioral skills addressed in this criterion.

- **Criterion 2.13:** Children have varied opportunities to:
 - a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
 - b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
 - c. explore books on their own and have places that are conducive to the quiet enjoyment of books.
 - d. have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
 - e. be read the same book on repeated occasions.
 - f. retell and reenact events in storybooks.
 - g. engage in conversations that help them understand the content of the book.

- h. be assisted in linking books to other aspects of the curriculum.
- i. identify the parts of books and differentiate print from pictures.

Criterion 2.13 Evidence:

Provide evidence including at least 2 pieces of documentation (lesson plans, daily schedule, photos, lists of materials, etc.) for each component of this criterion to exemplify how this criterion is being met across all sites.

- **Criterion 2.16:** Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.

Criterion 2.16 Evidence:

Provide at least 2 pieces of evidence (lesson plans, photos, lists of materials, etc.) for each of the three components listed within this criterion which exemplify how this criterion is being met across all sites.

- **Criterion 3.11:** Teachers use their knowledge of children's social relationships, interests, ideas, and skills to tailor learning opportunities for groups and individuals.

Criterion 3.11 Evidence:

Provide evidence of how the district ensures this criterion is being met across all sites. Evidence could include documentation of professional learning opportunities, coaching to support implementation of group and individual learning that are tailored to knowledge of children's interests and skills, and evidence of weekly planning aligned to this criterion.

- **Criterion 4.5:** Teachers assess the developmental progress of each child across developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.

Criterion 4.5 Evidence:

Provide evidence for how the district ensures, across all sites, that early childhood staff complete the GOLD online assessment for each child to measure progress across developmental areas. A policy or assessment plan stating all teaching staff must use GOLD or other assessments is not sufficient.

- **Criterion 4.9:** Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

Criterion 4.9 Evidence:

Provide at least 2 pieces of evidence for how the district ensures families are provided ongoing opportunities to engage in and contribute to their child's assessment process. This may include examples of how the district encourages families to contribute to the assessment process by sharing information about their child's development, allowing access to Family Central in the GOLD online assessment, or gathering data from families that may include strengths, progress, growth in skill development, changes in development or behavior, interests, or needs of the child.

- **Criterion 5.2:** At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children.

Criterion 5.2 Evidence:

Provide evidence for how the district ensures that the early childhood staff have completed the appropriate training for young children in first aid and CPR across all sites. A policy stating all teaching staff must complete first aid and CPR training is not sufficient.

- **Criterion 6.1:** Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including:
 - a. program philosophy, values, and goals;
 - b. expectations for ethical conduct;
 - c. health, safety, and emergency procedures;
 - d. individual needs of children they will be teaching or caring for;
 - e. accepted guidance and classroom management techniques;
 - f. daily activities and routines of the program;
 - g. program curriculum;
 - h. child abuse and neglect reporting procedures;
 - i. program policies and procedures;
 - j. Iowa Quality Preschool Program Standards and Criteria; and,
 - k. regulatory requirements.

Follow-up training expands on the initial orientation.

Criterion 6.1 Evidence:

Provide evidence of how the district ensures new teaching staff are given an initial orientation that meets the components within this criterion. Evidence could include a completed agenda or checklist of what the initial orientation included for the hiring of the most recent early childhood staff, such as a paraeducator or teaching staff. Provide evidence for at least one community partner site, if applicable.

- **Criterion 9.1:** A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:
 - a. dramatic play equipment;
 - b. sensory materials such as sand, water, play dough, paint, and blocks;
 - c. materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and,
 - d. gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.

Criterion 9.1 Evidence:

Provide at least 2 pieces of documentation (photos, lists of materials, etc.) for each component of this criterion to exemplify how this criterion is being met for both indoors and outdoors across all sites.

- **Criterion 10.2:** The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:
 - a. The administrator...
 - has at least a baccalaureate degree. [AND]
 - has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]

has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.
 - OR
 - b. The administrator documents that a plan is in place to meet the above qualifications within five years.
 - OR
 - c. The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, “Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.”

Criterion 10.2 Evidence:

Provide the folder number and legal name for the designated administrator responsible for early childhood programming. If the designated administrator does not have a folder number, provide supporting documentation to address an alternate pathway of meeting qualifications to address this criterion. The designated administrator must meet the qualifications detailed in criterion 10.2.